

Birdville Independent School District
Walker Creek Elementary
2024-2025 Campus Improvement Plan



Mission Statement

***Walker Creek's Mission is to create life-long learners
by building relationships and inspiring excellence.***

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 Walker Creek Elementary School met the target with a TELPAS progress rate of **52%**. In 2020-2021 Walker Creek Elementary School again met the target with a TELPAS progress rate of **65%**. In comparing the progress rate from 2019 and 2021, Walker Creek demonstrated a **13% point increase** in students' English Language Proficiency Status.

Demographics

Demographics Summary

Walker Creek Elementary serves a diverse student body with a total enrollment of 444 students for the 2023-2024 school year. The gender distribution is nearly balanced, with 49.32% female and 50.68% male students. Ethnically, the school community includes 21.62% Hispanic-Latino, 6.31% Asian, 11.94% Black-African American, and 56.76% White students, along with 2.48% identifying as Two-or-More races. The student population includes 13.51% Gifted and Talented students and 12.61% receiving Special Education services. Additionally, 7.43% are classified as Emergent Bilingual, and 6.98% are enrolled in English as a Second Language programs. Economic disadvantage is represented by 28.60% of students, with 24.55% qualifying for free meals and 3.83% for reduced-price meals. Notably, there are no homeless or unaccompanied youth at the school.

School Population 2023-2024	Count	Percent
Student Total	502	100%
Early Education Grade	3	.60%
Pre-Kindergarten Grade	30	6%
Kindergarten Grade	69	13.74%
1st Grade	70	13.94%
2nd Grade	76	15.14%
3rd Grade	88	17.53%
4th Grade	90	17.93%
5th Grade	106	21.12%
Student Demographics 2023-2023	Count	Percent
Gender		
Female	232	46.22%
Male	270	53.78%
Ethnicity		
Hispanic-Latino	79	15.74%
Race		
American Indian - Alaskan Native	1	0.2%
Asian	31	6.18%
Black - African American	31	6.18%
Native Hawaiian - Pacific Islander	1	0.2%
White	332	66.14%

Student Demographics 2023-2023	Count	Percent
Two-or-More	27	5.38%

Special Education Services 2022-2023	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
	8	13.56%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	2.33%
Emotional disturbance	11	18.64%
Learning disability	17	28.81%
Speech impairment	12	20.34%
Autism	11	18.64%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	13	22.03%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	4	6.78%
Resource Room	27	45.76%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	15	25.42%
Full-Time Early Childhood	0	0.00%

Nonpublic Day School			
Staff Information 2022-2023		Count	Percent
Administrative Support		7	12.73%
Teacher		38	60.09%
Educational Aide		10	18.18%
Auxiliary			

Student Indicators 2022-2023	Count	Percent
At-Risk	31	12.15%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	6	1.20%
Intervention Indicator	163	32.47%
Migrant	0	0.00%
Military Connected	3	0.60%
Transfer In Students	27	5.3785%
Unschoolled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	108	21.51%
Free Meals	94	18.73%
Reduced-Price Meals	14	2.79%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0
Shelter	0	0.00%
Doubled Up	0	0
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

Walker Creek Elementary School boasts a diverse student population with representation from several ethnicities and races, including Hispanic-Latino, Asian, Black-African American, and White students, enriching the campus with a variety of perspectives and experiences. The school is particularly proud of its strong Gifted and Talented program, which serves 60 students, contributing significantly to the dynamic and challenging learning environment. This commitment to inclusivity is further demonstrated by the wide range of educational needs and strengths among students, fostering a supportive and varied academic atmosphere.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress.

Root Cause: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.

Problem Statement 2 (Prioritized): The Gifted and Talented Program hasn't shown as much growth as it could, only growing one percent from 2022-23 to 2023-24. **Root Cause:** Limited growth in the Gifted and Talented Program may be due to insufficient outreach, identification processes, or a lack of targeted enrichment opportunities to support the development of potential candidates.

Student Learning

Student Learning Summary

Walker Creek Elementary School demonstrates solid academic performance across various subjects based on STAAR assessments. In Reading/Language Arts, students show strong proficiency, with a significant number meeting or exceeding grade-level standards, and many achieving at the Mastery level. Mathematics results are similarly positive, with a majority of students meeting grade-level expectations and a noteworthy proportion reaching the Mastery level. Science performance reveals areas for growth, but a considerable number of students are meeting or exceeding standards. The school serves a diverse student body, including those identified as Gifted and Talented, which enhances the academic environment. Overall, Walker Creek Elementary School is committed to addressing the diverse needs of its students and supporting continued academic achievement across all subjects.

All							
Percent of Tests							
	% at Approaches GL Standard or Above	87%	71%	81%	91%	67%	93%
	% at Meets GL Standard or Above	60%	44%	53%	64%	50%	67%
	% at Masters GL Standard	32%	8%	25%	37%	0%	37%
Number of Tests							
	# at Approaches GL Standard or Above	422	34	69	278	4	28
	# at Meets GL Standard or Above	293	21	45	198	3	20
	# at Masters GL Standard	154	4	21	114	0	11
	Total Tests	485	48	85	307	6	30
Reading							
Percent of Tests							
	% at Approaches GL Standard or Above	95%	90%	86%	97%	100%	100%
	% at Meets GL Standard or Above	70%	48%	67%	73%	100%	75%
	% at Masters GL Standard	38%	10%	28%	45%	0%	50%
Number of Tests							
	# at Approaches GL Standard or Above	194	19	31	126	2	12
	# at Meets GL Standard or Above	143	10	24	95	2	9
	# at Masters GL Standard	78	2	10	58	0	6
	Total Tests	205	21	36	130	2	12
Mathematics							
Percent of Tests							
	% at Approaches GL Standard or Above	86%	62%	78%	90%	100%	100%
	% at Meets GL Standard or Above	60%	48%	53%	62%	50%	83%
	% at Masters GL Standard	30%	10%	25%	34%	0%	33%
Number of Tests							
	# at Approaches GL Standard or Above	176	13	28	117	2	12
	# at Meets GL Standard or Above	124	10	19	81	1	10
	# at Masters GL Standard	61	2	9	44	0	4
	Total Tests	205	21	36	130	2	12

All							
Science							
Percent of Tests							
	% at Approaches GL Standard or Above	69%	33%	77%	74%	0%	67%
	% at Meets GL Standard or Above	35%	17%	15%	47%	0%	17%
	% at Masters GL Standard	20%	0%	15%	26%	0%	17%
Number of Tests							
	# at Approaches GL Standard or Above	52	2	10	35	0	4
	# at Meets GL Standard or Above	26	1	2	22	0	1
	# at Masters GL Standard	15	0	2	12	0	1
	Total Tests	75	6	13	47	2	6

Student Learning Strengths

Walker Creek Elementary School demonstrates notable strengths in student learning, particularly in Reading/Language Arts and Mathematics. In Reading/Language Arts, a significant percentage of students meet or exceed grade-level expectations, with 61% of students reaching the Meets Grade Level standard and 32% achieving at the Mastery level. This reflects a strong literacy program that supports students in mastering essential reading and writing skills. Similarly, in Mathematics, 60% of students meet or exceed grade-level standards, and 30% achieve at the Mastery level. These figures indicate the effectiveness of the school's math curriculum in developing students' problem-solving abilities and mathematical reasoning. Overall, these performance metrics highlight Walker Creek Elementary's commitment to academic excellence and its success in preparing students for future academic challenges.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the **Root Cause:** Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

School Processes & Programs

School Processes & Programs Summary

Curriculum & instruction: BISD Tier 1 instructional priorities/strategies 2.0, coaching and collaboration with the instructional facilitator, BISD curriculum understood and implemented in all classrooms every day, additional BISD professional development offered throughout each year and tied to T-TESS Professional Goals and Student Learning Objectives.

Professional development: Continuous Improvement, Capturing Kids Hearts, BISD curriculum, and T-TESS training providing to staff annually

Communication: Parent/staff newsletters weekly, parent conferences each semester as well as on a needed basis, parent information evening events, Focus family portal, Social Media

Leadership & decision-making processes: Leader of Learners, Site Based and Campus Operations Committees meet monthly, daily collaboration between grade-level teams and administrators, monthly PLC meetings

Scheduling: W.I.N. (What I Need) time small group intervention schedules, Academic master schedules, and class schedules created annually and collaboratively based on student and teacher need

Support Services: Continual review of counseling services, Social Emotional curriculum, MTSS services monitored through grade-level collaborative meetings, access to instructional facilitator as well as BISD curriculum coordinators.

School Processes & Programs Strengths

Professional development and school program updates provided annually regarding our top priorities which include: Continuous Improvement, Capturing Kids Hearts, Social Emotional Curriculum, BISD Tier 1 Priorities 2.0, and the T-TESS framework completed with fidelity.

Ongoing collaboration between teachers, instructional experts, and administrators.

This provides alignment for staff which ensures these priorities are implemented with consistency and fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause:** The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

Perceptions

Perceptions Summary

- Consistent implementation and communication regarding our shared Positive Behavior Intervention System (Capturing Kid's Hearts).
- Large number of parent volunteers and strong PTA which holds monthly board meetings as well as monthly community meetings tied to grade-level student performance nights.
- Positive communication to parents and amongst staff through committees, staff-meetings, grade-level newsletters, Blackboard, Focus, Facebook, and teacher/family communication and events.
- Yearly safety survey for students, parents, and employees which is reviewed and addressed at the beginning of each new school year.
- Staff and community have very easy and consistent access to administrators.

Perceptions Strengths

Survey showed 90% of our staff knows and understands that our campus has a Positive Behavior Intervention System.

Survey showed 92% of staff believe that respect is emphasized throughout the campus.

Survey showed 100% of those polled believe that the campus is safe and orderly overall.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture. **Root Cause:** Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

Priority Problem Statements

Problem Statement 1: Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the

Root Cause 1: Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress.

Root Cause 2: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations.

Root Cause 3: The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture.

Root Cause 4: Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The Gifted and Talented Program hasn't shown as much growth as it could, only growing one percent from 2022-23 to 2023-24.

Root Cause 5: Limited growth in the Gifted and Talented Program may be due to insufficient outreach, identification processes, or a lack of targeted enrichment opportunities to support the development of potential candidates.

Problem Statement 5 Areas: Demographics

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
Strategy 1: Align all instructional practices with BISD Tier 1 priorities. Actions: 1) Utilize district resources for instruction in math, reading and science in district curriculum documents PK-5. 2) Teachers will consistently engage students in the main components of the reading and math workshop model while incorporating STAAR re-design strategies 3) Monitor frequent use of science lab and tier 1 science resources 4) Teachers will follow TEA guidelines for hands on instruction in science. 5) Incorporate the discussion of higher level questions and use of open ended tasks/activities. 6) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$135,003	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Ensure daily intervention is focused around students on Tiers 2 and 3 with use of appropriate resources by staff working with students. Actions: 1) Monitor progress monitoring data of the universal screeners 2) Monitor progress monitoring data of the universal screener data 3) Teachers will be trained on resources to use with Tier 2 and 3 students. (mclass, Star Renaissance, BAS, etc) 4) Students will use reading software to work independently in workstations in order for teachers to engage in small group guided reading instruction. Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist teaching staff in implementing data informed and responsive teaching Actions: 1) Progress monitor data for special population and At Risk including Emergent Bilinguals, Economically disadvantaged, and Gifted students. 2) Monitor student progress by student goal setting through data folders, classroom Plan Do Study Act cycles and Multi Tiered Systems of Support analysis. 3) Teachers will utilize language proficiency data of Emergent Bilinguals and provide opportunities for language development in all content areas by providing content-based ESL instruction in all core areas 4) Utilize SCE Instructional Coaches to provide training to teachers to deliver strategies to increase student performance levels Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress. Root Cause: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.

Demographics

Problem Statement 2: The Gifted and Talented Program hasn't shown as much growth as it could, only growing one percent from 2022-23 to 2023-24. **Root Cause:** Limited growth in the Gifted and Talented Program may be due to insufficient outreach, identification processes, or a lack of targeted enrichment opportunities to support the development of potential candidates.

Student Learning

Problem Statement 1: Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the **Root Cause:** Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

School Processes & Programs

Problem Statement 1: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause:** The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

High Priority

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
Strategy 1: Implement Character Strong and Capturing Kids Heart to embed practices that create a healthy social emotional school experience. Actions: 1) Teach Capturing Kids Hearts and Character Strong lessons in all classrooms every Friday. 2) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. 3) Heavy collaboration with campus counselor for overall assistance with social-emotional development. Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports. Actions: A) Follow components of Capturing Kids Hearts (Positive Behavior Intervention System) such as the Four Questions model, Social Contract, Good Things, Launches, and Affirmations. B) Classrooms will have tangible incentives for students to earn based on positive behaviors. Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

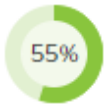
Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture. Root Cause: Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission as well as Focus Data

Strategy 1 Details	Reviews			
Strategy 1: Develop incentives campus wide to increase attendance for staff and students. Actions: 1) Use campus and district provided funding in order to encourage, increase, and reward attendance. 2) Provide incentives for classes with the highest attendance each each month. 3) Grade level attendance data will be displayed in the main hallway with a goal of 96% or above. Staff Responsible for Monitoring: Administrators Teachers Attendance Clerk Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

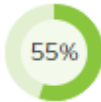
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Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

High Priority

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
Strategy 1: Implement a system that is consistent with best practices on the Continuous Improvement Rubric Actions: 1) Teachers will follow the continuous improvement timeline each nine weeks. 2) All classrooms will create a mission statement that is recited every morning. 3) Refresher training on Plan Do Study Act cycle during fall professional learning 4) Monitor that each classroom has a current Plan Do Study Act cycle in progress. 5) Students will use data folders to track progress in reading and math. Staff Responsible for Monitoring: Teachers Administrators LOL Members Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress. Root Cause: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.
Student Learning
Problem Statement 1: Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the Root Cause: Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

School Processes & Programs

Problem Statement 1: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause:** The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase positive response results on school safety survey that is administered annually to students, staff, and parents.

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture. Actions: 1) Review survey data and identify trends from surveys given in each semester 2) Communicate survey results to all stakeholders 3)Take corrective action from survey results Staff Responsible for Monitoring: Administration LOL members Teachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture. Root Cause: Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

State Compensatory

Budget for Walker Creek Elementary

Total SCE Funds: \$135,003.00

Total FTEs Funded by SCE: 2.15

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Walker Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Murillo	Educational Assistant	0.33
Cassie Adams	Teacher	0.33
Donna Hobbs	Educational Assistant	0.33
Julie Hester	Instructional Facilitator	0.5
Stacy Hildebrandt	Reading Intervention	0.33
Stacy Winans	Teacher	0.33

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$135,003.00
Sub-Total					\$135,003.00
Budgeted Fund Source Amount					\$135,003.00
+/- Difference					\$0.00
Grand Total Budgeted					\$135,003.00
Grand Total Spent					\$135,003.00
+/- Difference					\$0.00